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News Summary

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Students being accepted at law schools are less qualified than those accepted even a few years ago. Story on Page 37.

This year's freshmen are relying significantly less on federal grants than first-year students did in 1980. Story on Page 37.

Publishers of glossy, general-interest magazines are going after the college-student market. Story on Page 37.

Pre-college students in the United States are "underachievers" in mathematics, according to a new study. Story on Page 2.

The search to determine the structure of the universe, which some scientists say resembles a sponge, could provide clues to its origin. Story on Page 4.

Costs of health care tripled for many colleges and universities between 1977 and 1985, a new survey has found. Story on Page 13.

Twelve state universities have formed an alliance to promote the quality of undergraduate instruction. Story on Page 13.

A list of major issues affecting higher education that the 100th Congress is likely to consider begins on Page 23.

Japan is the focus of attention among American academic leaders looking to develop educational programs there. Story on Page 43.

A panel investigating unrest at South Africa's University of the Witwatersrand has condemned police intervention and criticized student violence. Story on Page 43.

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NCAA Presidents Call New Meeting on Sports Reform

Recruiting, coaches' pay, and scholarships on agenda

By CHARLES S. FARRELL and DOUGLAS LEDERMAN

SAN DIEGO

The National Collegiate Athletic Association's presidents' commission last week called a special convention of the association for this summer.

The convention will consider rules changes aimed at containing the spiraling costs of intercollegiate athletics and bringing college sports back into balance with educational priorities, commission members said.

The special convention, to be held in June in Dallas, is the second such meeting called by the commission since its creation three years ago. Although the 44-member panel's role is largely advisory, it does have the power to call special conventions.

John B. Slaughter, chancellor of the University of Maryland at College Park and chairman of the commission, said the June meeting would address such issues as recruiting, coaches' compensation, the length of playing and practice seasons, the size of coaching staffs, and financial aid for athletes.

Coaches Say They're Ignored

Many delegates at the regular N.C.A.A. convention here last week viewed the call for the special convention as one more step by presidents to control the direction of college sports.

Several coaches and athletic directors said they feared that the presidents were ignoring them in the reform process.

"There is great concern that in moving to make things better, the presidents won't take the opportunity to consult with the

Continued on Page 42, Column 1

1987 LEGISLATIVE OUTLOOK

Congress May Boost Science Spending, Reject Reagan's Deep Student-Aid Cuts

By STACY E. PALMER

WASHINGTON

President Reagan wants to spend a lot more at the National Science Foundation and a lot less on student aid and other Education Department programs.

The new Congress may go along with him on science, but is unlikely to agree to the drastic cuts for education.

An interest in bolstering economic competitiveness is fueling the Congressional desire to spend more on education and research, but pressures to curb the federal deficit could temper lawmakers' generosity.

Colleges must still fight to protect their federal funds, Congressional sources said, and may have to be willing to accept the elimination of some programs to save others.

In the budget unveiled last week, Mr. Reagan proposed to reduce spending on student aid by 45 per cent—the deepest cut he has ever proposed. If the plan were adopted, about 900,000 of the 5.6 million students who qualify for loans and grants would no longer be eligible. But such a severe reduction is unlikely to get much support in Congress.

Details of President Reagan's new budget proposals begin on Page 17.

At the same time, Mr. Reagan sought

Continued on Page 19, Column 1

Some States' Colleges Seek Big Money, Others Just Hope to Avert Reductions

By CAROLYN J. MOONEY

Higher education will seek money for ambitious new initiatives from some state legislatures in 1987, while colleges in financially strapped states will simply try to hang on to what they have.

As new legislative sessions get under way this month, college systems in at least a dozen states—particularly those with depressed energy or agricultural economies—have already been forced to cut their budgets for the current fiscal year. For college officials in Alaska, Louisiana, Montana, and Nebraska, for example, financial survival is the top priority, and many long-term plans for major improvements will have to wait.

Reports on higher-education issues in all 50 legislatures begin on Page 27.

In some states with stronger economies, higher-education systems have long wish lists for the next fiscal year and are requesting major increases in state appropriations.

But while interviews with state higher-education officials showed that most legislative priorities do indeed carry price tags, money won't be the only issue debated in state capitols and committee chambers throughout the nation in the next few months.

Many governors and legislators will

Continued on Page 26, Column 1

Politics and Scholarship Mix in China Researcher's Long Battle with Stanford

By ELLEN K. COUGHLIN

Even before his problems began, Steven Mosher was more than just another graduate student.

When he went to China to conduct anthropological research in 1979, he was carrying the hopes of America's China-studies establishment with him. He was one of the first U.S. social scientists since the Communist takeover in 1949 to visit the Chinese countryside for long-term research. More than a few diplomatic strings had been pulled to get him there and to make sure that his stay would be productive.

He was extremely bright and ambitious, and he possessed an extraordinary facility for languages. What's more, he already knew some of the people who lived in the village he planned to study. With all that going for him, it was clear that Steven Mosher would be able to gather the kind of invaluable firsthand information about life in rural China that hungry Sinologists had been hankering after for years.

And, indeed, he did. But the getting of it got him nothing but trouble.

In February 1983, Stanford University dismissed Mr. Mosher from its graduate program in anthropology for "illegal and seriously unethical conduct" in the field, and it has since upheld that dismissal through three appeals. In response, Mr. Mosher is suing Stanford for alleged breach of contract, libel, slander, and violation of his right of free speech.

Now the Steven Mosher case is more than just another academic dispute. For many, it represents the insinuation of politics into international scholarship and scholarly exchanges, and mirrors the ethical dilemmas that researchers, especially anthropologists, face when they work in foreign countries.

Said one scholar who had a hand in negotiating the renewal of U.S.-China exchanges: "To have one of the earliest experiences sour as that one did is not trivial."

▪

From September 1979 to June 1980, Mr. Mosher lived and conducted ethnographic research in a farming village in Guangdong province, near the city of Guangzhou (Canton). Relatives of his wife, a Hong Kong Chinese from whom he is now divorced, lived in the village; in fact, he had

Continued on Page 8, Column 1

Writing Grant Proposals Becomes More Exacting

As competition increases for philanthropic gifts, foundations are requiring more detailed information from applicants. See story on Page 33.

Ways & Means

When does a 22-per-cent increase for space-science research turn out to be no increase at all?

When the White House's Office of Management and Budget unknowingly uses figures that were simply "made up" to prepare the President's budget.

That statistical gaffe was discovered last week, soon after White House officials said Mr. Reagan was proposing a big increase for the National Aeronautics and Space Administration's basic-research activities.

William Graham, Mr. Reagan's science adviser, even highlighted the increase in a news conference as an example of the Administration's commitment to basic research.

NASA's puzzled budget officers, who had not calculated any increases, wondered what could have gone wrong.

What they found, said one budget official, was that numbers that were supposed to be used only as place holders on magnetic tape—until the Administration agreed on its final request—were never replaced with the actual figures.

"This year has been so rushed," she said, "that all of this got overlooked. It's wrong, it's just wrong. There's no increase from '87 to '88."

•

Fred Barnes of *The New Republic* has a suggestion for how President Reagan can shore up his image: Call in Education Secretary William J. Bennett, who Mr. Barnes says is one of only two people left in the Administration "with any ideas." (The other: Richard G. Darman, Deputy Secretary of the Treasury.)

Mr. Bennett, who has been known to respond "boring, boring, boring" to other officials' suggestions of how the President can boost his popularity, has just the thing to inspire the American people, Mr. Barnes wrote. Bolstering people's "cultural values," something Mr. Bennett has long been preaching, is what's needed to complete the "Reagan revolution."

What does the Secretary think of the suggestion? "To the extent it's complimentary to Bennett, he liked it," said Mr. Bennett's spokesman. But, the spokesman added, "He is not taking part in maneuverings from inside or outside to make any changes at the White House."

•

Riders: The President's proposal to abolish scholarship programs named after Patricia R. Harris, Jacob K. Javits, and Christa McAuliffe but preserve those honoring Senate Majority Leader Robert C. Byrd and Rhode Island Sen. Claiborne Pell prompted the *Wall Street Journal* to speculate that "being alive and in power makes a big difference in the world of education scholarships" . . . Capitol Publications, Inc., has announced the merger of two of its publications. News formerly contained in *Higher Education Daily* can now be found in an expanded *Education Daily*.

Government & Politics

Reagan Seeks Hike for Science Foundation, but Wants to Trim Health Institutes 10 Pct.

NIH, popular with Congress, seen unlikely to get big cuts, but some fear disruption of grants process

WASHINGTON

The National Science Foundation would be a big winner and the National Institutes of Health a loser if President Reagan's budget plan for science and research in fiscal 1988 were adopted.

The Administration, in effect, wants to trim the institutes' budget by about 10.5 per cent and to spread the cut over both this year, fiscal 1987, and next.

The science foundation would get an increase of nearly 17 per cent in 1988.

Lawmakers are not expected to accept the President's plan for trimming back the N.I.H., which continues to be one of their favorite agencies. However, the mere existence of the proposal could disrupt the grant-making process, some lobbyists said.

Here are some of the President's major proposals in science and health:

National Institutes of Health. The Administration has proposed a new financing scheme that would involve taking $334-million of the money Congress appropriated for the present fiscal year and transferring it to the N.I.H. budget for 1988.

For this year, that would mean the institutes would award about 700 fewer grants than they had planned and would give individual researchers less money than they would otherwise receive.

On average, the institutes would have to cut both new and continuing grants by about 7 to 8 per cent, an N.I.H. budget official said.

The actual percentage, however, would not be the same for all grants.

Both the House and the Senate would have to approve the proposed transfer of funds before it could take effect.

Administration budget analysts contend that the current level of Congressional appropriations for N.I.H. cannot be sustained in future years and that to insure stable financing, changes must be made in 1987.

This article was prepared by Colleen Cordes, Kim McDonald, and David L. Wheeler.

The proposal to shift money to next year's budget—essentially a 1987 budget cut by another name—was met with skepticism.

"They tried something similar two years ago and it failed," said Carol R. Scheman, director of federal relations for health and biomedical research at the Association of American Universities.

Although Administration budget officers said the money shift would be painless, college representatives said the proposal itself could be very disruptive, regardless of whether it is ever enacted.

N.I.H. officials will not be able to give out all of the agency's appropriation at the same rate they ordinarily would because of the possibility that Congress might approve the transfer. That delay in spending—which could last for months—would interrupt ongoing studies, lobbyists for biomedical research say.

And once the size of a grant has been negotiated downward, they fear the money would not be restored later to the researchers.

"They're really mucking around with the actual conduct of research," grumbled one lobbyist.

The Administration has also asked Congress to approve a huge advance next year that would be set aside to pay for the future costs of multiyear grants started in fiscal 1988. In theory, that would save researchers and college administrators from worrying whether Congress will appropriate enough money in later years to pay for the full terms of their grants.

Biomedical-research lobbyists were skeptical, however, that the amount the Reagan Administration asked for would be sufficient to pay the full costs of the grants.

AIDS research. The Department of Health and Human Services budget proposal calls for $534-million in education and research spending on acquired immune deficiency syndrome, a 28-per-cent increase over 1987.

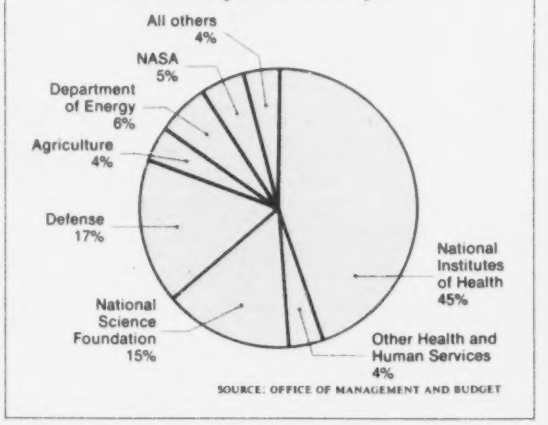
The money to combat AIDS would be split among the National Institutes of Health; the Centers for Disease Control; the Alcohol, Drug Abuse, and Mental Health Administration; and the Health Resources and Services Administration.

Medical education. The Administration proposes that $1.1-billion be saved through legislative changes in Medicare that would limit payments to hospitals for the direct and indirect costs of educating doctors, nurses, and allied health professionals.

The Administration budget assumes that Congress will repeal a

Continued on Page 20, Column 1

Sources of U.S. Funds for Research and Development on Campuses



SOURCE: OFFICE OF MANAGEMENT AND BUDGET

1988 Budget Plan Would Slash Student Aid to $4.5-Billion; Bennett Cites Desire to Focus Resources on Younger Students

By ROBIN WILSON

WASHINGTON

The Reagan Administration's education budget calls for $4.5-billion to be spent on student aid in fiscal 1988, compared to the $8.2-billion being spent this year.

It would also reduce programs that aid graduate students and eliminate funds for "developing" colleges that are not historically black.

Education Secretary William J. Bennett said the Administration intended to cut grants to all but the neediest students and require the remainder of those who need financial help to borrow more and pay higher interest rates than students are paying now.

The immediate Congressional reaction to the plan was negative.

The Education Department's budget plan would require students and their families to put more of their income toward paying college costs before they could receive Pell Grants, which go to the neediest students. And it would eliminate some student-aid programs altogether, such as College Work-Study, Supplemental Educational Opportunity Grants, and State Student Incentive Grants.

More of this year's freshmen have student loans and fewer have Pell Grants than in past years. Story on Page 37.

Mr. Bennett said last week the department's top priority was the education of younger children and insuring that people graduate from high school. He said the large reduction in student aid is necessary to allow the department to focus more of its resources on younger students.

The Secretary said the proposals to cut spending on Pell Grants by 31 per cent and require students to pay higher interest rates on loans would not stop students from attending college.

'You're Going to Pay for It'

"What we're doing is saying to people, 'There's as much access as there ever was, but you're the beneficiary. You're going to pay for it,' " Mr. Bennett said.

He again complained that the expansion of federal aid was making it too easy for colleges to hike their tuition rates. "While

Continued on Page 21, Column 1

Higher-Education Funds in President Reagan's Fiscal 1988 Budget

In the Department of Education

	Fiscal 1986 actual	Fiscal 1987 Estimated spending	Fiscal 1987 Reductions & transfers[1]	Fiscal 1988 requested
Student assistance				
Pell Grants	$3,579,716,000	$3,900,000,000[2]	$ 0	$2,710,000,000
Supplemental Grants	394,762,000	412,500,000	412,500,000	0
College Work-Study	567,023,000	592,500,000	592,500,000	0
Income-contingent loans	—	5,000,000	0	600,000,000[3]
State Student Incentive Grants	72,732,000	76,000,000	76,000,000	0
Perkins Loans	208,626,000	210,000,000	188,000,000	26,000,000
Guaranteed Student Loans	3,265,941,000	3,004,000,000	287,000,000	1,176,574,000
Congressional Teacher Scholarships	9,570,000	15,500,000	15,500,000	0
Graduate support				
Patricia Roberts Harris graduate fellowships	11,245,000	11,750,000	11,750,000	0
Jacob K. Javits fellowships	2,393,000	3,400,000	3,400,000	0
Patricia Roberts Harris public-service fellowships	2,393,000	2,500,000	2,500,000	0
Institutional assistance				
Cooperative education	13,781,000	14,400,000	14,400,000	0
Developing institutions				
Aid for historically black colleges	—	50,741,000	0	40,741,000
Challenge grants	4,462,000	215,000	0	0
Endowment grants	22,210,000	19,785,000	0	10,000,000
Institutional support	108,464,000	75,467,000	0	0
Facilities				
Construction grants	9,570,000	0	9,570,000	0
Loans and insurance	17,991,000	19,205,000	0	0
Interest subsidies	22,490,000	23,000,000	0	22,500,000
International education	30,671,000	32,050,000	32,050,000	0
Law School Clinical Experience	1,435,000	1,500,000	1,500,000	0
Veterans' Education Outreach	2,871,000	3,000,000	3,000,000	0
Education for the handicapped				
National Institute on Disability and Rehabilitation Research	42,108,000	48,500,000	0	48,500,000
Research and development	16,269,000	18,000,000	0	18,000,000
Personnel development	61,248,000	67,730,000	6,482,000	50,000,000
Rehabilitation training	25,838,000	29,550,000	3,712,000	25,838,000
Postsecondary programs	5,264,000	5,900,000	0	5,900,000

	Fiscal 1986 actual	Fiscal 1987 Estimated spending	Fiscal 1987 Reductions & transfers[1]	Fiscal 1988 requested
Aid to disadvantaged				
College-aid migrant programs	$1,148,000	$1,200,000	$1,200,000	$ 0
Legal Training for the Disadvantaged	1,435,000	1,500,000	1,500,000	0
Minority Institutions Science Improvement	4,785,000	5,000,000	0	5,000,000
Programs for disadvantaged students	168,786,000	176,370,000	94,000,000	82,370,000
Education research and statistics				
Office of Educational Research and Statistics				
Office of Research	20,500,000	20,100,000	0	21,500,000
Center for Statistics	12,300,000	14,100,000	0	21,600,000
Programs for the Improvement of Practice	18,100,000	22,100,000	0	19,600,000
Information Services	6,500,000	7,200,000	0	7,500,000
Bilingual education				
Bilingual vocational training	3,527,000	3,686,000	3,686,000	0
Training grants	32,123,000	33,564,000	0	33,564,000
Library resources				
Research libraries	5,742,000	6,000,000	6,000,000	0
Training and demonstration	957,000	1,000,000	1,000,000	0
Miscellaneous				
Adult education	97,579,000	105,981,000	0	130,000,000
Fund for the Improvement of Postsecondary Education	12,163,000	12,163,000	4,663,000	7,500,000
Office for Civil Rights	42,704,000	43,000,000	0	42,975,000
Teacher training	52,147,000	91,177,000	11,177,000	80,000,000
Vocational education	813,113,000	881,967,000	432,319,000	0
Women's educational equity	5,741,000	3,500,000	3,500,000	0

In Other Federal Agencies

Scientific research				
National Institutes of Health				
Cancer Institute	$ 1,228,751,000	$1,403,236,000	$ 64,112,000	$ 1,366,935,000
Heart, Lung, and Blood Institute	827,069,000	930,263,000	56,603,000	878,490,000
Institute of Dental Research	99,918,000	118,036,000	5,554,000	113,602,000
Institute of Diabetes, Digestive and Kidney Diseases	436,360,000	509,247,000	35,387,000	475,891,000
Institute of Arthritis, Musculoskeletal, and Skin Diseases	111,411,000	140,896,000	9,080,000	132,089,000
Institute of Neurological and Communicative Disorders and Stroke	414,739,000	490,494,000	35,011,000	458,204,000
Institute of Allergy and Infectious Diseases	404,820,000	545,766,000	26,492,000	577,594,000
Institute of General Medical Sciences	493,878,000	571,179,000	44,856,000	526,860,000
Institute of Child Health and Human Development	309,843,000	366,955,000	23,404,000	345,436,000
Eye Institute	186,511,000	216,774,000	15,191,000	200,020,000
Institute of Environmental Health Sciences	188,969,000	209,409,000	6,259,000	204,690,000
Institute on Aging	151,025,000	177,017,000	10,990,000	167,164,000
Research Resources	296,946,000	322,871,000	0	263,324,000
International Center	10,873,000	11,426,000	0	11,566,000
Center for Nursing Research	16,209,000	19,018,000	1,465,000	17,598,000
Library of Medicine	55,280,000	61,910,000	0	64,399,000
Total N.I.H.	5,300,418,000	6,183,948,000	334,404,000	5,868,681,000
National Science Foundation				
Research and related activities				
Mathematical, physical sciences	435,310,000	464,000,000	0	514,000,000
Geosciences	266,865,000	285,000,000	0	330,000,000
Biological and social sciences	239,292,000	257,000,000	0	297,000,000
Engineering	144,907,000	163,000,000	0	205,000,000
Computer and information science	100,879,000	117,000,000	0	143,000,000
Technological and international affairs	38,223,000	44,000,000	0	51,000,000
Program management	71,836,000	77,000,000	0	95,000,000
Total research	1,297,313,000	1,406,000,000	0	1,635,000,000
Science and engineering education	84,595,000	99,000,000	0	115,000,000
Antarctic program	110,160,000	117,000,000	0	143,000,000
Total National Science Foundation	1,493,167,000	1,623,000,000	0	1,893,000,000
Department of Agriculture				
Cooperative research				
Hatch Act support	148,800,000	148,800,000	0	155,500,000
Payments to black colleges	22,300,000	22,300,000	0	23,300,000
Minority research facilities	9,500,000	9,500,000	0	0
Special research grants	29,000,000	49,000,000	0	0
Competitive research grants	42,300,000	40,700,000	0	44,500,000
Animal-health research	5,500,000	5,500,000	0	0
Total cooperative research	285,400,000	307,900,000	0	240,200,000
Extension service	328,000,000	332,200,000	0	262,600,000
Department of Defense				
Basic research	953,700,000	891,700,000	0	918,000,000
Department of Energy				
General science	649,515,000	708,400,000	0	814,498,000
Environmental Protection Agency				
Research and development	213,793,000	191,500,000	0	190,000,000
Department of Interior				
Research and Development	377,000,000	361,500,000	0	374,200,000
National Aeronautics and Space Administration				
Space science research	1,476,500,000	1,526,600,000	0	1,508,300,000

Health research and training				
Alcohol, Drug Abuse, and Mental Health Administration				
Mental-health research	$322,000,000	$381,000,000	$5,000,000	$361,000,000
Centers for Disease Control				
Occupational safety and health research	65,000,000	68,000,000	0	66,000,000
Health professions				
Health-professions education				
Exceptional-need scholarships	6,690,000	7,000,000	7,000,000	0
Aid to disadvantaged students	24,400,000	27,250,000	20,000,000	0
Nurse training	61,520,000	53,300,000	47,122,000	0
Primary-care and family-medicine training	63,500,000	66,200,000	28,800,000	26,300,00
Total, Health-professions education	198,000,000	203,700,000	135,000,000	38,500,000
National Health Service Corps	56,000,000	60,000,000	15,500,000	43,000,000
National Health Service Corps scholarships	2,000,000	2,000,000	2,000,000	0
Medical-facilities guarantees and loans	25,000,000	20,000,000	0	22,000,000
Area health-education centers	17,200,000	18,000,000	8,800,000	0
Arts and humanities				
National Endowment for the Humanities				
Education programs	15,696,000	16,350,000	0	14,329,000
Fellowship programs	14,343,000	15,460,000	0	14,551,000
Research programs	15,696,000	16,400,000	0	14,897,000
General programs	22,190,000	22,580,000	0	19,247,000
State programs	20,179,000	21,000,000	0	17,871,000
Challenge grants	16,171,000	16,500,000	0	15,937,000
Treasury matching grants	11,092,000	12,000,000	0	11,114,000
Total National Endowment for the Humanities	132,679,000	138,490,000	0	126,890,000
National Endowment for the Arts	158,537,000	165,081,000	0	145,200,000
Institute of Museum Services	20,474,000	21,250,000	0	19,250,000
National Archives and Records Administration	97,004,000	100,321,000	0	110,266,000
Civil rights				
Commission on Civil Rights	11,771,000	7,500,000	0	9,800,000
Equal Employment Opportunity Commission	157,905,000	165,000,000	0	193,457,000
Miscellaneous				
Corporation for Public Broadcasting	159, 500,000	200,000,000	88,000,000	214,000,000[4]
GI Bill education and training	795,670,000	693,056,000	0	627,829,000
Peace Corps	124,410,000	130,760,000	0	130,682,000
U.S. Information Agency educational and cultural exchanges	134,458,000	145,000,000	0	152,500,000
Postal subsidies for non-profit organizations	715,836,000	650,000,000	0	0
Small Business Development Centers	30,000,000	35,000,000	4,100,000	31,100,000

1. Proposed by the Administration but must be approved by Congress. All figures in this column are reductions, except for the National Institutes of Health and the Small Business Development Centers. For those agencies the amounts would be transferred from fiscal 1987 to 1988 and are also included in the 1988 figures.
2. The Administration also proposes to transfer $287-million from the Guaranteed Student Loan program, which has a surplus, to finance more Pell Grants.
3. The Administration also proposes to finance such loans through money collected under the Perkins Loan program.
4. Figures proposed in 1988 provide 1990 funds because money is allotted two years in advance. The Administration is also proposing to withhold $132-million of the funds that have already been appropriated for fiscal 1988 and 1989.

President Seeks a Big Increase in Science Foundation Budget

Continued from Page 17

1986 freeze on any further regulatory tightening of Medicare payments for medical education.

"Congress has seen all these proposals before and rejected them, but we have to take them seriously because every year the budget gets tighter and tighter," said James D. Bentley, an associate director of the Association of American Medical Colleges.

The Administration is also going after other medical education and research efforts that have already been approved for fiscal 1987 spending by Congress. President Reagan wants to take back $135-million intended for health-professions education, leaving behind money that is mostly intended to promote training in family medicine and geriatric health care.

Science education. Science and engineering education at the National Science Foundation, as well as the agency's programs to encourage people to pursue careers in science and engineering, would get a hefty boost.

The President has proposed a 50-per-cent increase for those areas in response to the highly publicized "pipeline problem"—the fact that so few American students are choosing careers in science and engineering.

The extra money would support educational programs at the pre-college and graduate level, including 200 new graduate fellowships; special awards for young researchers; and efforts to increase the participation of women, minorities, and geographic regions that now receive a disproportionately small share of N.S.F. support.

The other major area that would benefit from the increase for science education would be undergraduate programs. More money would be available for scientific instruments for undergraduate classes, research opportunities for students, faculty enhancement, and improvements in curricula for calculus and engineering.

Defense research. The Department of Defense would get a small increase for basic research—about 3 per cent, to about $918-million.

Even that small increase, however, may prove vulnerable, science lobbyists warn. Congress, looking as usual for ways to reduce the Defense Department's request, may interpret the President's lower priority for military research as a sign that it can be cut even more. Or lawmakers may make an overall reduction and leave it up to the Pentagon to decide how to distribute the cuts. In such situations, the department tends to take a disproportionate share of the money from basic research.

However, the University Research Initiative, a two-year-old program that supports academic research and scientific training in areas the department determines are critical to its mission, would get $92.8-million, more than 2½ times its fiscal 1987 budget.

Those figures do not, however, include money for the Strategic Defense Initiative, the research program on missile defenses popularly known as "Star Wars." The Innovative Science and Technology Office, which distributes about two-thirds of its money to universities for novel approaches related to Star Wars, would get an increase of about 61 per cent in fiscal 1988. Over all, the President wants to boost Star Wars support by about 66 per cent, which would bring it to about $5.9-billion.

Energy. Tied to the Administration's interest in promoting economic competitiveness is an Energy Department proposal to increase its general-science funds by 13 per cent. The department's environmental research programs would also fare well, increasing by 12 per cent to pay for a stepped-up effort to identify and mitigate the health effects of radon gas and to begin a major effort of mapping the human genome.

Nuclear energy, meanwhile, would get 2 per cent more than the current year's level, while magnetic-fusion energy, which has been cut dramatically by Congress in recent years, would remain level. The principal new activity in fusion would be a Compact Ignition Tokamak device at Princeton University that is designed to prove that plasma, the hot fuel of fusion, can be ignited and burn without external heating.

As in previous years, Mr. Reagan has proposed cuts of as much as 50 per cent for research on fossil energy, conservation, solar, and other renewable sources of energy. He has also proposed taking back $256-million in fiscal 1987 funds for those areas. Congress, as in past years, however, is unlikely to approve such deep cuts.

Under Secretary of Energy Joseph F. Salgado told reporters that the Administration would decide later this month whether to ask Congress for $60-million in fiscal 1988 to begin construction of a massive particle accelerator known as the Superconducting Super Collider. The collider, which has already sparked intense competition among more than a dozen major research universities hoping to bring it to their states, is expected to cost at least $3-billion.

Space. For the National Aeronautics and Space Administration, spending for basic research would remain level. White House officials told reporters last week they were proposing a 20-per-cent increase for the agency's basic research budget, but NASA officials said that in the rush to prepare the budget, the Office of Management and Budget used the wrong numbers.

About $25-million of the approximately $1.5-billion for basic research would go to start an international effort to study the earth's magnetosphere and solar-terrestrial relationships for which the government plans to provide a total of $400-million over the next five years.

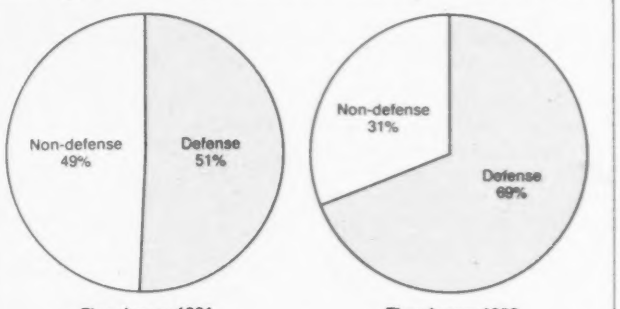
Funds for planetary exploration would decrease by 14 per cent, but NASA officials say the decline is due to costly spacecraft that are nearing completion and delays in launching those spacecraft because of the space shuttle *Challenger* disaster last year.

Agriculture. The Administration has proposed eliminating both special research grants—$49-million worth of the grants were made last year to investigate topics of regional concern—and an animal health and disease program that supports research at colleges of veterinary medicine. State governments should support regional research, the Administration argued.

The Administration also proposed small increases for research grants in such areas as plant science and human nutrition.

Administration budget officers say that agricultural research programs that would be cut in the Cooperative State Research Service can be folded into a competitive-grants program, but when the cuts and the increases are added up, the overall Cooperative State Research Service budget would drop 22 per cent. The Extension Service would also be sliced by 21 per cent.

How Defense's Share of Research and Development Has Grown



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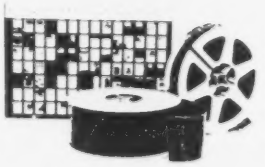

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Student-Aid Cuts Needed to Focus Resources on Younger Students, Bennett Says

Continued from Page 17

the increased availability of federal student aid and the way in which it is indexed to college costs may not be directly responsible for college tuition hikes, there is little doubt that federal aid facilitates and abets the increases," he said.

Although Education Department officials promoted with great fanfare their proposal to expand the availability of "income-contingent loans," which link repayments to borrowers' income after college, members of Congress and college representatives didn't have much enthusiasm for the plan.

Congress approved $5-million to test the new loan program this year, but the money has not yet been distributed. Lawmakers say they therefore don't know whether the plan will work and are unwilling to pour more money into it now.

Instead of calling it the I.C.L. program, Richard F. Rosser, president of the National Association of Independent Colleges and Universities, said it should be called the SLIP—student loan indenture program. Many students already graduate with huge debts, he said, and allowing them to borrow under the new program, which has high interest rates, would simply compound the repayment problems borrowers currently face.

Said Joseph T. Sutton, executive director of the Alabama Commission on Higher Education: "Some people think the states can act as a shock absorber if these aid cuts are enacted, and somehow replace the funds. But we don't have the dollars, and without a federal commitment, the needy students will just not get the aid."

Following are the key provisions of the Education Department's budget request:

Pell Grants. About one million fewer students would receive Pell Grants, as spending on them would be cut by $1.2-billion, to $2.7-billion. Grants would, in effect, be limited to students whose families earned $20,000 or less. The income limit is now about $28,900.

To insure that students' Pell Grants would not be reduced this year due to a shortfall in appropriations, the Education Department proposed transferring to the Pell Grant fund $287-million that was slated to be spent on Guaranteed Student Loans. The guaranteed-loan program did not cost the government as much as had been expected because interest rates were down.

Guaranteed Student Loans. Money to subsidize loans would be cut by 61 per cent, from $3-billion in fiscal 1987 to $1.2-billion in fiscal 1988. Most of the reduction would be made by requiring students to pay more interest and by lowering subsidies to banks and state loan-guarantee agencies.

Students would have to pay the interest that accrues while they are in college. Now, the government pays that interest. Borrowers also would have to pay a higher interest rate beginning in the third year of repayment. Now government subsidies keep the rate at 8 per cent for borrowers throughout repayment.

Direct and Income-Contingent Loans. The Administration wants to kill Perkins Loans (formerly known as National Direct Student Loans) and instead expand from $5-million to $600-million a program that ties borrowers' loan repayments to their income after graduation from college.

Under the expanded income-contingent loan plan, 500,000 students at 1,500 colleges would receive loans. About 896,000 students will receive $829-million in direct loans during the current academic year.

Borrowers' repayments on income-contingent loans would be set annually by their colleges and would never exceed 15 per cent of their income. Colleges could keep up to $75,000 of the money they received for administrative expenses.

Students could borrow up to $50,000 for their entire postsecondary education, compared to the $18,000 they may borrow now in direct loans. The interest would be at the market rate, which would be about 8.5 per cent now. Students currently pay 5 per cent on direct loans.

Campus-based aid. Money for the College Work-Study, Supplemental Educational Opportunity Grant, and State Student Incentive Grant programs would be eliminated. About $1-billion will be spent on approximately 1.8 million awards under those programs in fiscal 1987.

The Administration said work-study is "in effect, aid to postsecondary institutions rather than to students" because the government helps pay the wages of students who work for colleges and universities.

Graduate students. About $15.2-million is now provided from fellowship programs to graduate students who study certain subjects, including the arts, humanities, and social sciences. The Administration wants to abolish all spending on those programs as well as on other programs that provide legal training for disadvantaged students and clinical law experience for students. The government is spending $3-million on the law programs in fiscal 1987.

Said Bruce M. Carnes, Deputy Under Secretary of Education: "It's difficult to construe people working on Ph.D.'s or master's degrees as having an equal claim on the taxpayer's resources as disadvantaged elementary-school kids."

Developing institutions. Under the Administration's budget plan, no money would be provided to help financially struggling colleges strengthen their academic and other programs unless the institutions were classified as historically black.

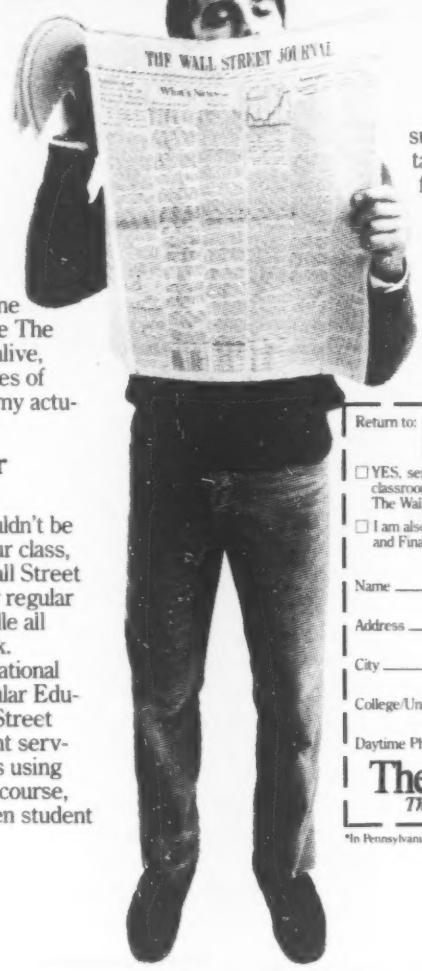
Congress appropriated $75.5-million this year to help developing institutions that are not historically black.

The Administration says its plan would return the program to one of its "primary missions," the support of historically black colleges.

Officials at colleges that have received money and are not historically black argue that they are just as needy as black institutions and often enroll large numbers of students from minority groups. They contend that the Administration wants to maintain funds to historically black institutions mainly as a way to show that it is concerned about minorities.

Under President Reagan's budget recommendation, about $51-million would be provided in fiscal 1988 to give financial assistance to historically black colleges and universities.

Maybe there is a substitute for experience.



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Note Book

Amy Carter, who has maintained a high profile as an anti-apartheid activist at Brown University, has drawn the wrath of at least one conservative columnist.

The acid-tongued Jeffrey Hart last week voted former President Jimmy Carter's daughter the Most Unacceptable Person of 1986, in part for her participation in an attempt in November to block Central Intelligence Agency recruiters at the University of Massachusetts at Amherst.

Ms. Carter and Abbie Hoffman, the veteran activist, were among those arrested during the protest.

Mr. Hart, who is also a professor of English at Dartmouth College, said that "Mzzzz. Carter" easily beat out perennial conservative bugbear Thomas P. "Tip" O'Neill, Jr., and Archbishop Raymond G. Hunthausen of Seattle for the award.

"Brown University, meet your True Daughter," wrote Mr. Hart with evident disgust in his syndicated column. "She has managed to transform herself into a total cultural cliché."

He concluded, "She has shown everyone how easy it is to be a jerk, and she wins a pair of Dan Ortega sunglasses and an Abbie Hoffman T-shirt."

▪

Perhaps emboldened by her award, Ms. Carter last week said she and Mr. Hoffman planned to turn their forthcoming trials into a seminar on the activities of the C.I.A.

At a press conference after pre-trial hearings, Mr. Hoffman and Ms. Carter said they intended to call foreign ministers and former intelligence agents to testify at the trials, which are set to begin in April.

"We're putting the C.I.A. on trial," said Leonard Weinglass, Ms. Carter's lawyer and a longtime defender of leftist activists.

▪

College life is but a game. That's the guiding principle behind the new Dartmouth Graduate Game, created and marketed by Matt McIlwain, a senior. Contestants race to fulfill core requirements and garner enough credits to graduate.

But they must run a gantlet of diversions, including movie houses, restaurants, and missed exams, which stand in the way of the coveted Dartmouth sheepskin.

For instance, players can receive cards that read, "Spent Winter Carnival in Baker Library, earn two major credits," or "Slept through final exam, lose one major credit."

Mr. McIlwain produced 2,000 of the games at a cost of $16,000. So far, he says he has sold more than 900 of them. In return for use of the college's name and crest, he agreed to give Dartmouth 90 cents for each of the $14.95 games sold.

Though Mr. McIlwain says life at Dartmouth is mirrored closely by his game, he is glad of at least one difference. "In real life, you can't lose credits," he says. "That would be tragic."

Students

At Many Law Schools, Drop in the Quality and Number of Applicants Is Taking a Toll

All but the most prestigious are said to be forced to accept students they once would have rejected

By ELIZABETH GREENE
LOS ANGELES

Declining academic credentials of law-school applicants, coupled with a significant drop in the number of applications, are forcing all but the most prestigious law schools to accept students they would have rejected even two or three years ago, say officials and faculty members.

"What we have is a group that most schools would not really like to admit," said David H. Vernon, a law professor at the University of Iowa, at the annual meeting of the Association of American Law Schools here last week. "The top's a little thinner; the bottom's a little thicker."

In addition, speakers at the meeting said, more and more places in law schools are being filled by students who can afford to pay the spiraling tuition costs and by students who qualify for grants and loans, with the middle class being squeezed out.

The schools will soon be filled "almost exclusively by the white sons and daughters of the rich and upper-middle-class, and a handful of black and brown students from relatively impoverished backgrounds fortunate enough to receive substantial grants enabling them to attend," said John R. Kramer, dean of the law school at Tulane University.

16-Pct. Drop Since 1982

The number of law-school applicants has dropped more than 16 per cent since 1982, the peak year, according to figures collected by the Law School Admission Council/Law School Admission Services and analyzed by Bruce I. Zimmer, executive vice-president of the council, and Mr. Vernon. The council administers the Law School Admission Test.

In 1986, the number of law applications did increase 1.1 per cent, but officials said the rise was too small to be meaningful. The number of students applying from the most selective undergraduate colleges is falling faster than the number of applicants from other colleges, Mr. Zimmer and Mr. Vernon reported.

Academic Strength Falling

The academic strength of the applicants is falling at a faster rate than the size of the general applicant pool, according to their data, which will be published this spring in the *Duke Law Journal*.

Between 1983 and 1986, the number of applicants fell almost 15 per cent—from 71,755 to 61,133.

The number of applicants with L.S.A.T. scores of 34 or above (on a scale of 10 to 48) and with grade-point averages of 3.25 or better fell almost 24 per cent in that period; the number with scores of 30 or better and grade-point averages of 3.0 or better fell by more than 22 per cent.

But Mr. Zimmer said today's law-school applicants are still stronger than at any time before 1973.

Through a complex statistical analysis, his and Mr. Vernon's research shows that most law schools enrolled people in 1985 with somewhat lower academic credentials than in 1983. "That's sort of the posi-

Continued on Following Page

More of this Year's Freshmen Borrow for College; Fewer Get Pell Grants

LOS ANGELES

The percentage of this year's freshmen who have federal grants was the lowest in at least nine years, according to a new study.

Meanwhile, the percentage of students who have government loans reached a five-year high, the study said.

About one in six students said they had federal Pell Grants, compared to nearly one in three in 1980 and about one in five in 1978. More than one in four, however, has a Guaranteed Student Loan this year, up from about one in five in 1980 and only one in ten in 1978.

"These data point to dramatic shifts in the way American college students and their families have had to cope with changing federal-aid policies over the last six years," said the study's director, Alexander W. Astin, a professor of education at the University of California at Los Angeles.

The survey agrees with a new Congressional study that reported a tripling of student borrowing in the last decade (*The Chronicle*, January 7).

That report said borrowing under federal programs rose from $3.5-billion in 1975-76 to $9.8-billion in 1985-86—adjusted to 1986 dollars. Federal spending on grants over the same period fell from $13-billion to $5-billion, also in 1986 dollars, the study said.

Mr. Astin said a decrease in money for students in the Pell Grant program might account for a drop in the number of students from poor families in the new freshman class. Only one in five reported a family income under $20,000, compared with two in five in 1980. The percentage of students reporting family incomes below

Continued on Following Page

Magazines for Students Proliferate as Advertisers Aim for the Campus Market

By MICHAEL W. HIRSCHORN

Moving Up, a magazine to help college men establish a "successful lifestyle," wants to tell students how get into shape with weight training: "Start now and watch how you change!"

Campus Voice offers a "tribute to the people, places, traditions, and achievements shaping college campuses," and reports on "strange and intriguing occurrences on campuses across the nation."

College Woman, in its current issue, featuring television reporter Judy Woodruff looking successful on the cover, proffers career tips for "the woman on the way up."

Careers, Money, and Sex

If you're a college student today, it's nigh on impossible to hide from an avalanche of glossy magazines hoping to give the upwardly mobile person advice on careers, money, sex, entertainment, and "life style options."

About a dozen general-interest national and regional magazines are currently being published specifically for the college market. That includes three magazines that will begin publishing this month or in February. Five years ago, according to one advertising directory, there were only two, *Ampersand* and *Nutshell*.

The reason: Publishers and marketers have discovered that college students mean big bucks.

"The college audience is a very attractive audience to advertisers," says Jim Omastiak, vice-president and publisher of *Campus Voice*. "There's a great opportunity to capture and win them over. It's a combination of their being in a vulnerable transition period and who they are as consumers."

Marketers and publishers say college students generally have excess cash and

Continued on Following Page

Some of roughly a dozen magazines now aimed at college students.

More Freshmen Have Loans; Fewer Get Pell Grants

Continued from Preceding Page
$30,000 has dropped by almost one half over the past six years.

"If you look at the rapid decline in the enrollment of low-income students, it's hard to rationalize that strictly in terms of inflation," said Mr. Astin, adding that poor students are unwilling to burden themselves with heavy debt to attend college. "They're asking themselves, 'Am I going to owe a lot of money when I get through?' " he said.

The findings are from *The American Freshman: National Norms for Fall 1986*, a survey of 204,491 freshmen at 372 institutions conducted by the Cooperative Institutional Research Program of the University of California at Los Angeles and the American Council on Education. The freshman survey has been conducted annually since 1965.

"The notion of a monolithic trend toward conservatism is clearly refuted by our figures."

The survey results painted an often conflicting picture of the current crop of first-year students. While interest in "helping others," "promoting racial understanding," and "participating in community action programs" fell to an all-time low, a record percentage of students expressed support for public-school integration through busing, legalized abortion, and a national health-care plan. Mr. Astin called the support for busing among 56.1 per cent of freshmen "an astounding finding."

"The notion of a monolithic trend toward conservatism is clearly refuted by our figures," Mr. Astin said.

Yes to Capital Punishment

However, only one in four students favored the abolition of capital punishment (down from 57.6 per cent in 1971), and only about one in five favored legalizing marijuana use (down from a peak of 52.9 per cent in 1977). And, for the first time ever, a majority of incoming freshmen, 52.2 per cent, favored laws prohibiting homosexual behavior, up from 47.9 per cent last year.

Mr. Astin said the anti-homosexual sentiment and the support for capital punishment were products of fear among students, and not evidence of a shift to the right.

The number of students who said they believed that "the activities of married women should be confined to the home and family" fell to an all-time low of 20.3 per cent, down from 56.7 per cent in 1967. However, men were almost twice as likely as women to support the proposition.

Materialistic Concerns Gain

The percentage of students who considered themselves "liberal" or "far left" inched up for the fourth year in a row.

Nearly one in four students said they were "liberal" or "far left," up from the low of 19.7 per cent in 1981. The percentage of students calling themselves "conservative" or "far right" slipped slightly, to 20 per cent, from an all-time high of 20.9 per cent last year.

The trend toward materialistic concerns continued, with nearly three in four students saying that "being very well-off financially" was "very important" or "essential," up from 39.1 per cent in 1970. Interest in business careers rose to an all-time high of 24.1 per cent of students, more than double the 1966 figure of 11.6 per cent.

Meanwhile, the percentage of students who believed "developing a meaningful philosophy of life" to be important fell to a record low of 40.6 per cent, down from 82.9 per cent in 1967.

Among the report's other findings:

► More than half the students said they spent no time using a personal computer and less than one in ten reported using a computer for more than five hours a week.

Only 3.5 per cent were interested in pursuing computer careers, down from 8.8 per cent in 1982.

Mr. Astin said his findings suggested that computer use was beginning to slip. He predicted that the decline would continue, barring a concerted effort by universities to promote computer use.

► Interest in education careers continued to rise, while interest in engineering careers continued to drop.

The percentage of students interested in pursuing engineering fell to 9.7 per cent this year from 12.0 per cent in 1982.

► Two-thirds of the students said they spent at least one hour a week engaged in religious activities, according to a section of the report added this year.

► The most mentioned reasons for attending college, were, in descending order: to get a better job, to learn more about things, to make more money, and to gain a general education.

► Less than 47 per cent of the students said they believed colleges should divest their South Africa-related investments.

The American Freshman is available for $12.95 from the Higher Education Research Institute, Graduate School of Education, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles 90024.

—MICHAEL W. HIRSCHORN

Hours Students Spent Each Week on Various Activities

Studying or doing homework:		Talking with teacher outside of class:		Using a personal computer:		Religious services or meetings:	
None	2.3%	None	19.3%	None	51.7%	None	33.3%
1-2	16.5%	1-2	54.2%	1-2	25.4%	1-2	47.9%
3-5	31.7%	3-5	18.6%	3-5	13.6%	3-5	13.5%
6-10	28.3%	6-10	5.1%	6-10	5.9%	6-10	3.7%
11-15	12.6%	11-15	1.6%	11-15	1.7%	11-15	0.8%
16-20	5.4%	16-20	0.6%	16-20	0.8%	16-20	0.3%
21-30	2.3%	21-30	0.3%	21-30	0.3%	21-30	0.2%
Over 30	0.9%	Over 30	0.2%	Over 30	0.5%	Over 30	0.3%
Exercising or sports:		**Partying:**		**Working for pay:**		**Student clubs or groups:**	
None	7.5%	None	18.0%	None	27.6%	None	35.2%
1-2	17.4%	1-2	20.0%	1-2	3.9%	1-2	27.3%
3-5	21.2%	3-5	24.3%	3-5	6.4%	3-5	21.4%
6-10	20.0%	6-10	18.3%	6-10	10.0%	6-10	9.6%
11-15	15.6%	11-15	8.8%	11-15	12.7%	11-15	3.6%
16-20	9.4%	16-20	4.8%	16-20	18.4%	16-20	1.6%
21-30	4.4%	21-30	2.3%	21-30	13.6%	21-30	0.6%
Over 30	4.6%	Over 30	3.4%	Over 30	7.4%	Over 30	0.7%
Socializing with friends:		**Watching television:**		**Volunteer work:**		**Hobbies:**	
None	0.5%	None	6.4%	None	55.6%	None	10.2%
1-2	4.4%	1-2	23.8%	1-2	26.8%	1-2	28.0%
3-5	13.6%	3-5	30.9%	3-5	11.0%	3-5	31.6%
6-10	23.6%	6-10	22.0%	6-10	3.9%	6-10	16.8%
11-15	20.7%	11-15	9.2%	11-15	1.3%	11-15	6.9%
16-20	16.5%	16-20	4.1%	16-20	0.6%	16-20	3.2%
21-30	9.5%	21-30	1.8%	21-30	0.3%	21-30	1.3%
Over 30	11.3%	Over 30	2.0%	Over 30	0.5%	Over 30	2.0%

Magazines Aimed at Students Proliferate as Advertisers Seek to Reach the Lucrative Campus Market

Continued from Preceding Page
like to spend it. They have not yet developed what advertisers call "brand loyalty," and their product choices often influence those of consumers who are not in college.

As a result, college-oriented magazines are finding it easy to fill their pages with ads for automobiles, stereo equipment, alcohol, and athletic goods.

Big Increases in Ads

Campus Voice boasts a 15-per-cent rise in advertising pages in 1986 over 1985. *Newsweek on Campus*, a bimonthly similar in all but subject matter to the national newsweekly, reports a 14-per-cent increase over the same period and a doubling of advertising pages since 1984. *Dorm Magazine*, which is mailed free to about a million students nationwide, reports a 25-per-cent increase in advertising pages in 1986.

Many of the magazines, which are distributed free on campuses or as inserts in college newspapers on a quarterly or bimonthly basis, serve as vehicles for massive marketing campaigns.

For instance, Alan Weston Communications, Inc., which produces *Moving Up*, *College Woman*, and two other college-oriented magazines, *Ampersand* and *College Musician*, uses the publications as centerpieces for a multi-media marketing barrage.

"A company can come to us and do anything they want to in this marketplace," says Larry Smuckler, vice-president for publishing at Alan Weston.

Mr. Smuckler says his company has recruited representatives to help the American Telephone and Telegraph Company sell long-distance phone services on campus, has produced advertisement packages to be aired before campus movies, and will publish a magazine or a poster campaign for any company willing to pay for it.

Nonetheless, he avers, "We're clearly a publishing company."

Sending Out 'Good Stuff'

Campus Voice magazine was integrated three years ago into a huge marketing network that combined radio programs, a bi-weekly poster "magazine," and free mailings of merchandise samples in boxes labeled "Good Stuff."

Publishers say the boom followed the success of *Newsweek on Campus*, started in 1983 as a way to attract future subscribers to the parent publication, which was facing an unwanted increase in the average age of its readership.

"Advertisers were looking for upscale consumers and *Newsweek* was looking for new readers," says Scott L. Kauffman, publisher of *Newsweek on Campus*.

For all the talk of sophisticated marketing campaigns, however, the college magazine has remained the domain of the young entrepreneurs, former students like Doug Ranalli, who turned his magazine about dormitory life at Cornell University, *Dorm Magazine*, into a national publication after he graduated in 1983.

The granddaddy of the current crop of magazines, *Campus Voice*, was founded in 1969 as *Nutshell* by two University of Tennessee graduates, Christopher Whittle and Phillip Moffitt, who proceeded to use the magazine as a springboard for other publishing ventures. Mr. Moffitt recently sold *Esquire* magazine and Mr. Whittle still heads the company that produces *Campus Voice*.

A Magazine for Texas

The latest college publishing ventures also have their roots in student entrepreneurship. *Texas College Student*, which is expected to begin publication next month, will be born of the ambitions of Rodney Schlosser, a 1985 graduate of the University of Texas at Austin and a former student-body president there.

The student magazine, which Mr. Schlosser hopes will be the Texas college equivalent of *Texas Monthly* or *New York* magazine, will be inserted into the 30 largest student papers in the state. Mr. Schlosser hopes eventually to publish six regional student magazines around the country.

Michael Weiss was still a student a Stanford University when he thought of the idea of taking the chatty Andy Warhol magazine *Interview* and turning it into a publication, called *Panache*, that celebrated the college student.

Trouble Seen for Newcomers

"We'd try to find some girl who was the Rose Bowl queen and put her on the cover the same way we'd put Kathleen Turner on the cover of *People*," Mr. Weiss recalls. Mr. Weiss reproduced the concept at Syracuse University, where he attended law school. This month, he will begin publishing a national edition of *Panache*.

Despite the vistas of green that beckon the young would-be publishers, many predict trouble ahead for the newcomers.

Few of the small publications have the resources to compete for advertising dollars with established magazines like *Newsweek on Campus* or the four-year-old *BusinessWeek Careers* magazine, which is published by McGraw-Hill, Inc.

"We're getting overloaded with magazines," says Mr. Omastiak of *Campus Voice*. "I've seen more new launches now than ever before, and many of them are not going to make it."

Decline in Quality of Applicants Taking Toll at Law Schools

Continued from Preceding Page
tive side of the story for those who advise students," Mr. Zimmer said. "They have a shot at getting into a better school."

Officials said it was difficult to gauge why interest in law had diminished so much among those with the highest scores.

Mr. Zimmer speculated that the best students were possibly being lured away by jobs in such financial fields as investment banking, which are now paying top dollar for strong college graduates and compete with law schools for people.

The smaller applicant pool may be a symptom of the low interest in the humanities by many students, some of the participants at the meeting said. They also said the larger debts being run up by undergraduates, who are depending more and more on student loans, might be dissuading many from further education.

Adapting to Smaller Enrollments

The quality of American lawyers could decline, officials said, as a result of the falling academic credentials of today's applicants.

In addition, they said, unless the small percentage increase in applicants last year was indicative of a longer-term upward trend, the law schools wishing to maintain their current admissions standards may have to cut back on course offerings and faculty hiring to adapt to smaller enrollments.

Philip D. Shelton, dean of the law school at Washington University (Mo.), said it was the responsibility of the council, the American Bar Association, and the Association of American Lawyers to devise a set of "minimum standards of competence" for law students.

"We need to know who can functionally perform the duties of the lawyer," he said.

FACT–FILE

Views and Characteristics of this Year's Freshmen

A national profile based on responses of 204,000 students who entered college in the fall of 1986

Characteristics

Age by December 31, 1986:	
16 or younger	0.1%
17	2.8%
18	72.1%
19	19.0%
20	1.9%
21-24	1.9%
25-29	0.9%
30-39	0.9%
40-54	0.3%
55 or older	0.0%
Racial/ethnic background:	
White	85.8%
Black	8.5%
American Indian	0.9%
Asian-American	2.5%
Mexican-American	1.2%
Puerto Rican-American	0.9%
Other	2.0%
Average grade in high school:	
A or A+	10.7%
A–	11.8%
B+	18.3%
B	24.8%
B–	14.1%
C+	12.5%
C	7.3%
D	0.4%
Academic rank in high school:	
Top 20%	41.7%
Second 20%	22.3%
Middle 20%	28.8%
Fourth 20%	6.1%
Lowest 20%	1.1%
Year of high-school graduation:	
1986	92.2%
1985	2.8%
1984	0.9%
1983 or earlier	2.4%
H. S. equivalency (G. E. D. test)	1.4%
Never completed high school	0.3%
Have met or exceeded recommended years of study, as proposed by the National Commission on Excellence in Education, in:	
English (4 years)	93.6%
Mathematics (3 years)	88.1%
Foreign language (2 years)	71.1%
Physical science (2 years)	53.6%
Biological science (2 years)	35.5%
History, American government (1 year)	98.9%
Computer science (.5 years)	59.1%
Art or music (1 year)	63.0%
Marital status:	
Not married	98.0%
Married, living with spouse	1.6%
Married, not living with spouse	0.4%
Disabilities:	
Health-related	0.8%
Hearing	0.6%
Learning	0.8%
Orthopedic	0.7%
Speech	0.2%
Visual	1.7%
Other	0.9%
Current religious preference:	
Jewish	3.2%
Protestant	29.5%
Roman Catholic	36.0%
None	10.0%
Other	21.2%
Residence planned during fall term:	
With parents or relatives	29.8%
Other private home or apartment	8.0%
College dormitory	58.4%
Fraternity or sorority house	0.6%
Other campus housing	2.2%
Other	1.0%
Residence preferred during fall term:	
With parents or relatives	16.4%
Other private home or apartment	29.2%
College dormitory	39.7%
Fraternity or sorority house	6.8%
Other campus housing	5.4%
Other	2.5%

Father's occupation:	
Artist (incl. performer)	0.8%
Businessman	30.2%
Member of clergy or religious worker	1.0%
Engineer	8.4%
Farmer or forester	3.1%
Lawyer	1.7%
Military career officer	1.7%
Physician or dentist	2.3%
Other health professional	1.4%
Research scientist	0.6%
Teacher or administrator, college	1.0%
Teacher or administrator, elementary school	0.7%
Teacher or administrator, secondary school	3.6%
Worker, skilled	10.4%
Worker, semi-skilled	4.5%
Worker, unskilled	3.1%
Other occupation	23.0%
Unemployed	2.6%
Father's education:	
Grammar school or less	4.1%
Some high school	8.7%
High-school diploma	27.4%
Postsecondary other than college	5.0%
Some college	14.1%
College degree	20.3%
Some graduate school	2.7%
Graduate degree	17.8%
Mother's occupation:	
Artist (incl. performer)	1.6%
Businesswoman	13.4%
Member of clergy or religious worker	0.1%
Clerical worker	11.3%
Engineer	0.2%
Farmer or forester	0.3%
Homemaker (full-time)	20.6%
Lawyer	0.2%
Nurse	7.5%
Physician or dentist	0.3%
Other health professional	1.8%
Research scientist	0.1%
Social, welfare, or recreation worker	1.2%
Teacher or administrator, college	0.4%
Teacher or administrator, elementary school	5.9%
Teacher or administrator, secondary school	3.6%
Worker, skilled	2.1%
Worker, semi-skilled	3.0%
Worker, unskilled	2.1%
Other occupation	17.6%
Unemployed	6.7%
Mother's education:	
Grammar school or less	3.0%
Some high school	6.8%
High-school diploma	36.3%
Postsecondary other than college	7.8%
Some college	16.4%
College degree	18.1%
Some graduate school	2.9%
Graduate degree	8.7%
Students estimate chances are very good that they will:	
Change major field	13.1%
Change career choice	12.1%
Fail one or more courses	1.4%
Graduate with honors	11.3%
Be elected to student office	3.2%
Get a job to pay college expenses	36.7%
Work full-time while attending college	3.6%
Join a social fraternity or sorority	17.2%
Study abroad while enrolled	10.4%
Play varsity athletics	14.2%
Be elected to an honor society	6.6%
Make at least a B average	39.8%
Need extra time to complete degree	6.5%
Need tutoring in some courses	11.0%
Work at outside job	20.3%
Seek vocational counseling	5.4%
Seek personal counseling	3.5%
Get a bachelor's degree	67.6%
Participate in student protests	4.7%
Drop out temporarily	1.2%
Drop out permanently	0.8%
Transfer to another college	10.0%

Students estimate chances are very good that they will: (Continued)	
Be satisfied with college	52.5%
Find employment in preferred field	69.6%
Marry while in college	4.4%
Marry within a year after college	15.3%
Number of other colleges applied to for admission this year:	
None	35.3%
One	17.2%
Two	16.0%
Three	14.0%
Four	7.7%
Five	4.7%
Six or more	5.1%
Number of other college acceptances this year:	
None	18.2%
One	28.7%
Two	23.4%
Three	15.8%
Four	7.5%
Five	3.3%
Six or more	3.0%
College attended is student's:	
First choice	71.4%
Second choice	21.3%
Third choice	4.8%
Other	2.5%
Distance from home to college:	
5 miles or less	8.2%
6-10 miles	9.3%
11-50 miles	27.7%
51-100 miles	16.6%
101-500 miles	28.0%
More than 500 miles	10.1%
Reasons noted as very important in deciding to go to college:	
Parents' wishes	16.9%
Could not find job	3.9%
To get away from home	9.4%
To be able to get a better job	83.1%
To gain general education	61.6%
To improve reading and study skills	40.3%
Nothing better to do	2.5%
To become a more cultured person	32.2%
To be able to make more money	70.6%
To learn more about things	74.1%
To prepare for graduate school	47.1%
Reasons noted as very important in selecting college attended:	
Relatives' wishes	7.7%
Teachers' advice	4.4%
Good academic reputation	59.2%
Good social reputation	27.2%
Offered financial assistance	21.5%
Offers special education programs	23.5%
Low tuition	22.4%
Advice of guidance counselor	8.4%
Wanted to live near home	18.8%
Friend's suggestion	8.4%
Recruited by college	3.7%
Recruited by athletic department	4.6%
Graduates go to top graduate schools	25.8%
Graduates get good jobs	46.8%
Not offered aid by first choice	4.7%
Highest degree planned at college attended:	
None	3.3%
Vocational certificate	1.6%
Associate (or equivalent)	21.6%
Bachelor's	56.5%
Master's	12.0%
Ph.D. or Ed.D.	1.6%
M.D., D.O., D.D.S., or D.V.M.	1.2%
LL.B. or J.D.	0.6%
B.D. or M.Div.	0.2%
Other	1.2%
Highest degree planned anywhere:	
None	2.0%
Vocational certificate	1.2%
Associate (or equivalent)	6.3%
Bachelor's	36.8%
Master's	33.0%
Ph.D. or Ed.D.	9.7%
M.D., D.O., D.D.S., or D.V.M.	5.6%

Highest degree planned anywhere: (Continued)	
LL.B. or J.D.	3.7%
B.D. or M.Div.	0.3%
Other	1.6%
Probable major field of study:	
Arts and Humanities	
Art, fine and applied	2.1%
English	1.2%
History	0.7%
Journalism	1.6%
Foreign language	0.6%
Music	1.1%
Philosophy	0.1%
Speech	0.1%
Theater or drama	0.6%
Theology or religion	0.2%
Other	0.7%
Biological Science	
Biology (general)	1.9%
Biochemistry or biophysics	0.5%
Botany	0.1%
Marine science	0.4%
Microbiology or bacteriology	0.2%
Zoology	0.3%
Other	0.5%
Business	
Accounting	6.2%
Business administration (general)	7.6%
Finance	1.8%
Marketing	2.7%
Management	5.4%
Secretarial studies	1.5%
Other	1.7%
Education	
Business education	0.3%
Elementary education	3.9%
Music or art education	0.3%
Physical education or recreation	1.3%
Secondary education	1.3%
Special education	0.7%
Other	0.3%
Engineering	
Aeronautical engineering	1.6%
Civil engineering	0.9%
Chemical engineering	0.7%
Electrical or electronic engineering	3.8%
Industrial engineering	0.4%
Mechanical engineering	2.0%
Other	1.5%
Physical Science	
Astronomy	0.1%
Atmospheric science	0.1%
Chemistry	0.7%
Earth science	0.2%
Marine science	0.1%
Mathematics	0.7%
Physics	0.4%
Statistics	0.0%
Other	0.1%
Professional	
Architecture, urban planning	1.0%
Home economics	0.4%
Health technology	1.1%
Library science	0.0%
Nursing	2.7%
Pharmacy	0.6%
Pre-dental, pre-medical, pre-veterinary	2.9%
Therapy (physical, occupational, etc.)	1.8%
Other	1.2%
Social Science	
Anthropology	0.1%
Economics	0.5%
Ethnic studies	0.0%
Geography	0.0%
Political science	2.5%
Psychology	3.4%
Social work	1.0%
Sociology	0.3%
Women's studies	0.0%
Other	0.2%
Technical	
Building trades	0.3%
Data processing, computer programming	1.6%
Drafting or design	0.6%
Electronics	0.5%
Mechanics	0.5%
Other	0.5%
Other Fields	
Agriculture	1.2%
Communications	2.5%
Computer science	1.9%
Forestry	0.6%
Law enforcement	1.4%

Probable major field of study: Other Fields (Continued)	
Military science	0.1%
Other	1.4%
Undecided	6.5%
Probable career occupation:	
Accountant or actuary	5.9%
Actor or entertainer	1.0%
Architect or urban planner	1.5%
Artist	1.6%
Business (clerical)	1.4%
Business executive	12.9%
Business proprietor	3.7%
Business salesperson or buyer	1.6%
Clergy (minister or priest)	0.2%
Clergy (other)	0.1%
Clinical psychologist	1.4%
Computer programmer or analyst	3.5%
Conservationist or forester	0.8%
Dentist	0.6%
Dietitian or home economist	0.2%
Educator (college)	0.3%
Educator (elementary)	4.4%
Educator (secondary)	2.9%
Engineer	9.7%
Farmer or rancher	0.6%
Foreign-service worker	1.0%
Homemaker (full-time)	0.1%
Interior decorator	0.6%
Interpreter	0.2%
Journalist or writer	2.3%
Lab technician or hygienist	0.7%
Law-enforcement officer	1.1%
Lawyer or judge	4.0%
Military person	1.3%
Musician	1.1%
Nurse	2.7%
Optometrist	0.2%
Pharmacist	0.7%
Physician	3.7%
Research scientist	1.4%
School counselor	0.3%
School principal	0.0%
Social, welfare, or recreation worker	1.4%
Statistician	0.1%
Therapist	2.1%
Veterinarian	0.9%
Skilled trades	1.4%
Other occupation	6.8%
Undecided	11.6%
Estimated parental income:	
Less than $6,000	3.9%
$6,000-$9,999	3.7%
$10,000-$14,499	6.4%
$15,000-$19,999	6.5%
$20,000-$24,999	7.9%
$25,000-$29,999	8.2%
$30,000-$34,999	10.4%
$35,000-$39,999	9.7%
$40,000-$49,999	12.4%
$50,000-$59,999	10.2%
$60,000-$74,999	8.3%
$75,000-$99,999	5.3%
$100,000-$149,999	3.6%
$150,000 or more	3.6%
Number of parents' dependents:	
One	7.5%
Two	14.5%
Three	22.3%
Four	28.2%
Five	17.1%
Six or more	10.4%
Number of other dependents currently attending college:	
None	69.2%
One	23.3%
Two	5.5%
Three or more	2.0%
Concern about financing college:	
None	36.3%
Some	49.6%
Major	14.1%
Support from parental aid:	
None	26.6%
$1-$499	10.9%
$500-$999	8.3%
$1,000-$1,499	7.8%
$1,500-$1,999	5.3%
$2,000-$3,000	9.2%
Over $3,000	31.9%
Other savings:	
None	74.0%
$1-$499	13.4%
$500-$999	5.2%

Note: Because of multiple responses, sections may not add to 100 per cent.

Continued on Following Page

FACT-FILE—Continued

Other savings: (Continued)	
$1,000-$1,499	3.1%
$1,500-$1,999	1.2%
$2,000-$3,000	1.2%
Over $3,000	1.9%
Support from Pell Grant:	
None	83.1%
$1-$499	4.4%
$500-$999	4.9%
$1,000-$1,499	3.6%
$1,500-$1,999	2.5%
$2,000-$3,000	1.5%
Support from Supplemental Educational Opportunity Grant:	
None	94.7%
$1-$499	1.9%
$500-$999	1.6%
$1,000-$1,499	1.0%
$1,500-$1,999	0.5%
$2,000-$3,000	0.3%
Support from state scholarship or grant:	
None	86.5%
$1-$499	5.1%
$500-$999	3.7%
$1,000-$1,499	2.6%
$1,500-$1,999	1.2%
$2,000-$3,000	0.9%
Support from college grant:	
None	82.2%
$1-$499	3.9%
$500-$999	4.1%
$1,000-$1,499	3.1%
$1,500-$1,999	1.4%
$2,000-$3,000	2.0%
Over $3,000	3.3%
Support from private grant:	
None	93.1%
$1-$499	2.7%
$500-$999	1.9%
$1,000-$1,499	1.1%
$1,500-$1,999	0.4%
$2,000-$3,000	0.5%
Over $3,000	0.4%
Support from College Work-Study grant:	
None	89.8%
$1-$499	3.5%
$500-$999	3.9%
$1,000-$1,499	2.2%
$1,500-$1,999	0.6%
$2,000-$3,000	0.2%
Support from part-time employment:	
None	66.7%
$1-$499	20.0%
$500-$999	8.4%
$1,000-$1,499	3.2%
$1,500-$1,999	0.8%
$2,000-$3,000	0.4%
Over $3,000	0.3%
Support from summer employment:	
None	49.9%
$1-$499	23.9%
$500-$999	14.0%
$1,000-$1,499	7.5%
$1,500-$1,999	2.4%
$2,000-$3,000	1.6%
Over $3,000	0.7%
Support from federal Guaranteed Student Loan:	
None	74.6%
$1-$499	1.5%
$500-$999	3.1%
$1,000-$1,499	5.0%
$1,500-$1,999	9.0%
$2,000-$3,000	6.6%
Support from college loan:	
None	96.0%
$1-$499	0.7%
$500-$999	0.9%
$1,000-$1,499	0.8%
$1,500-$1,999	0.5%
$2,000-$3,000	0.7%
Over $3,000	0.5%
Support from National Direct Student Loan:	
None	93.8%
$1-$499	1.1%
$500-$999	1.8%
$1,000-$1,499	1.5%
$1,500-$1,999	1.1%
$2,000-$3,000	0.6%

Attitudes and Activities

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Activities in the past year:													
Used a personal computer*	26.9%	21.8%	24.2%	19.9%	19.8%	26.4%	25.1%	23.9%	24.0%	27.8%	30.6%	23.6%	27.2%
Played a musical instrument	39.1%	44.9%	42.2%	35.9%	39.9%	41.8%	47.1%	51.2%	42.0%	46.1%	50.9%	41.7%	45.5%
Attended a religious service	80.0%	86.1%	83.2%	78.0%	88.2%	86.0%	84.1%	90.3%	92.1%	83.2%	85.3%	89.2%	93.9%
Participated in a speech or debate	23.2%	23.6%	23.4%	16.8%	21.4%	25.2%	28.7%	27.2%	25.7%	26.7%	31.2%	28.4%	37.0%
Was president of one or more student organizations	24.8%	27.7%	26.3%	19.3%	27.4%	27.5%	30.6%	31.7%	29.6%	29.0%	37.8%	34.0%	41.9%
Was bored in class	90.5%	91.2%	90.9%	84.5%	90.5%	92.9%	93.9%	94.5%	94.4%	95.2%	94.8%	86.0%	90.0%
Had a major part in a play	17.4%	17.5%	17.5%	13.8%	19.0%	18.5%	22.6%	23.4%	18.3%	17.3%	20.3%	25.6%	28.1%
Won a varsity letter in sports	54.4%	38.5%	46.1%	37.1%	46.6%	50.9%	49.2%	52.7%	52.3%	49.8%	50.2%	46.5%	43.9%
Didn't complete homework on time	72.9%	65.0%	68.8%	64.0%	74.5%	70.8%	72.3%	72.6%	70.9%	70.8%	66.7%	67.5%	72.4%
Won an award in an art contest	16.7%	15.9%	16.3%	14.4%	20.2%	15.9%	21.0%	17.0%	16.7%	16.5%	17.0%	18.5%	19.1%
Edited the school paper, yearbook, or magazine	13.1%	22.4%	18.0%	13.6%	17.0%	18.5%	22.9%	19.9%	21.0%	19.3%	26.2%	15.2%	19.7%
Tutored another student	40.0%	43.1%	41.6%	30.0%	29.4%	43.0%	48.1%	44.1%	48.0%	51.4%	62.4%	38.1%	53.4%
Wrote a computer program	52.8%	39.0%	45.6%	41.3%	36.4%	48.6%	45.1%	45.3%	47.5%	49.9%	49.5%	40.8%	47.6%
Participated in a science contest	18.3%	12.0%	15.0%	10.5%	15.4%	16.1%	16.8%	17.0%	15.3%	18.3%	20.6%	21.7%	27.1%
Did extra course work or reading*	9.6%	13.7%	11.8%	8.5%	11.7%	12.4%	14.8%	12.8%	12.8%	13.3%	17.3%	16.3%	21.9%
Was a guest in a teacher's home	32.8%	32.9%	32.9%	26.2%	35.6%	34.9%	38.8%	43.0%	34.0%	34.0%	37.2%	42.2%	39.5%
Studied with other students	84.8%	89.3%	87.2%	80.2%	86.2%	89.4%	90.2%	90.7%	92.1%	91.7%	92.3%	89.8%	92.5%
Overslept and missed class or an appointment	31.7%	29.8%	30.7%	29.4%	33.8%	29.7%	33.5%	31.3%	32.2%	31.5%	31.7%	31.3%	30.9%
Smoked cigarettes*	7.9%	11.5%	9.8%	15.1%	13.5%	7.6%	8.2%	6.1%	8.5%	6.0%	5.2%	3.8%	2.7%
Performed volunteer work	67.4%	71.1%	69.4%	63.3%	70.8%	70.4%	73.5%	74.6%	77.4%	70.7%	79.1%	68.7%	74.7%
Missed school because of illness*	2.9%	5.8%	4.4%	3.6%	7.0%	4.7%	5.4%	5.2%	5.2%	4.1%	4.3%	7.6%	5.3%
Attended a recital or concert	72.7%	79.0%	76.0%	67.7%	76.2%	78.0%	81.7%	81.6%	80.7%	80.3%	83.7%	74.8%	81.5%
Drank beer	72.8%	60.7%	66.5%	67.7%	63.0%	66.2%	60.1%	56.3%	74.5%	71.1%	62.8%	37.2%	35.1%
Stayed up all night	77.4%	75.7%	76.5%	74.4%	77.4%	77.0%	77.1%	76.8%	79.0%	78.8%	75.8%	71.4%	76.3%
Felt overwhelmed*	12.9%	21.6%	17.5%	13.0%	18.9%	18.3%	19.9%	22.0%	21.1%	19.8%	20.2%	16.8%	17.8%
Felt depressed*	6.4%	10.3%	8.4%	7.6%	11.2%	9.0%	9.0%	10.4%	8.8%	7.9%	7.7%	11.1%	11.2%
Political views:													
Far left	2.5%	1.5%	2.0%	2.2%	2.4%	1.9%	2.2%	2.0%	1.6%	1.7%	1.7%	3.7%	3.5%
Liberal	21.2%	22.7%	22.0%	19.2%	21.0%	21.9%	26.6%	21.8%	22.4%	23.7%	25.5%	26.2%	34.6%
Middle of the road	51.9%	59.8%	56.0%	62.0%	59.0%	56.6%	48.4%	50.7%	54.6%	53.4%	44.7%	50.1%	44.5%
Conservative	22.4%	15.4%	18.7%	15.2%	16.3%	18.3%	21.3%	24.0%	20.3%	20.1%	26.8%	17.5%	16.4%
Far right	2.0%	0.7%	1.3%	1.4%	1.3%	1.3%	1.4%	1.5%	1.0%	1.2%	1.3%	2.5%	1.1%
Agree strongly or somewhat that:													
Government isn't protecting the consumer	58.5%	66.7%	62.8%	66.6%	66.4%	63.7%	62.3%	62.2%	61.8%	58.0%	53.8%	74.4%	73.9%
Government isn't promoting disarmament	58.6%	72.8%	66.0%	65.0%	62.0%	65.6%	69.6%	66.6%	70.4%	65.7%	68.4%	74.6%	78.4%
Government isn't controlling pollution	76.3%	79.6%	78.0%	77.4%	76.3%	78.0%	80.5%	78.2%	78.2%	77.7%	79.1%	76.9%	80.4%
Government should discourage the use of energy	67.0%	72.2%	69.7%	68.4%	67.1%	70.9%	71.6%	69.2%	69.9%	70.2%	70.1%	69.2%	70.9%
Taxes should be raised to reduce the federal deficit	27.4%	19.4%	23.2%	19.6%	20.5%	23.4%	25.4%	25.0%	22.8%	26.7%	28.5%	23.1%	18.1%
Military spending should be increased	34.8%	19.7%	26.9%	27.9%	29.8%	29.3%	23.9%	26.2%	22.0%	25.7%	22.4%	31.2%	20.9%
Nuclear disarmament is attainable	52.7%	56.4%	54.6%	54.4%	53.7%	55.3%	55.8%	54.5%	57.2%	54.0%	52.9%	52.4%	55.2%
The death penalty should be abolished	21.4%	29.1%	25.4%	24.2%	26.9%	25.8%	29.2%	26.9%	31.8%	22.8%	28.3%	45.4%	41.1%
We need a national health-care plan	58.8%	65.2%	62.1%	67.0%	67.4%	62.5%	62.6%	58.9%	62.1%	55.8%	53.8%	75.8%	74.2%
Abortion should be legalized	58.3%	59.0%	58.6%	55.9%	52.9%	60.4%	60.1%	52.8%	46.4%	65.8%	57.9%	56.3%	66.0%
High-school grading was too easy	49.7%	47.9%	48.7%	46.2%	42.0%	47.0%	50.8%	51.3%	49.5%	52.2%	56.9%	35.5%	37.8%
Women's activities should be confined to the home	27.0%	14.3%	20.3%	22.3%	23.2%	20.7%	19.6%	20.6%	19.7%	17.2%	17.7%	33.1%	22.6%
Couples should live together before marriage	56.0%	46.8%	51.1%	55.3%	47.3%	50.4%	49.0%	39.7%	43.7%	52.9%	46.7%	52.4%	49.8%
Women should have job equality	87.3%	96.3%	92.0%	90.4%	90.8%	92.3%	92.6%	92.4%	92.6%	93.6%	94.0%	89.0%	93.3%
The wealthy should pay a larger share of taxes	72.8%	71.5%	72.1%	74.5%	68.4%	74.3%	69.5%	70.5%	69.1%	70.3%	66.3%	73.1%	75.9%
Marijuana should be legalized	25.0%	18.0%	21.3%	22.4%	21.2%	20.7%	21.8%	16.6%	18.9%	22.7%	19.2%	22.5%	18.3%
Busing to achieve racial balance in schools is all right	53.6%	58.4%	56.1%	59.2%	60.8%	55.9%	57.7%	55.6%	56.1%	51.4%	50.5%	69.7%	71.3%
Homosexual relations should be prohibited	62.5%	42.8%	52.2%	58.1%	60.6%	52.4%	47.8%	55.0%	47.9%	45.6%	40.5%	60.0%	56.2%
Colleges have the right to regulate off-campus behavior	13.7%	11.2%	12.4%	13.1%	14.6%	12.9%	13.8%	13.6%	10.9%	9.4%	11.9%	27.1%	19.6%
Students should help evaluate faculty members	70.4%	70.2%	70.3%	66.4%	63.8%	69.9%	72.6%	71.1%	71.6%	75.1%	76.9%	63.9%	67.9%
Colleges have the right to ban a speaker	28.0%	23.4%	25.6%	28.1%	30.4%	25.5%	24.5%	25.5%	24.9%	22.3%	22.1%	33.0%	27.1%
Colleges should divest of South African investments	50.7%	43.3%	46.9%	42.9%	38.6%	46.5%	52.9%	46.5%	47.5%	50.2%	56.3%	47.3%	59.5%
Chief benefit of college is to increase earnings	74.3%	67.5%	70.7%	77.7%	72.5%	71.9%	62.1%	64.7%	66.4%	68.3%	56.0%	80.1%	77.6%
Objectives considered essential or very important:													
Achieving in a performing art	9.7%	11.3%	10.5%	7.3%	12.2%	11.1%	15.7%	12.8%	10.7%	10.6%	14.3%	14.7%	12.8%
Becoming an authority in his or her field	72.4%	71.3%	71.8%	68.1%	70.9%	73.9%	72.2%	71.1%	72.5%	74.9%	74.4%	77.7%	83.9%
Obtaining recognition from colleagues	55.1%	54.3%	54.7%	50.3%	54.4%	57.1%	55.6%	52.3%	56.3%	58.4%	57.5%	60.9%	68.4%
Influencing the political structure	17.1%	12.3%	14.5%	10.9%	13.6%	15.4%	18.0%	16.0%	17.7%	15.7%	19.8%	24.7%	28.0%
Influencing social values	29.3%	35.3%	32.5%	28.3%	36.1%	33.6%	38.3%	38.0%	37.1%	31.4%	35.0%	43.9%	47.4%
Raising a family	66.3%	67.7%	67.0%	64.3%	67.9%	67.3%	68.0%	70.7%	70.8%	67.4%	72.5%	56.5%	62.9%
Having administrative responsibility	45.2%	43.4%	44.2%	43.0%	43.9%	46.6%	41.5%	41.1%	47.0%	45.8%	42.7%	51.7%	53.8%
Being very well-off financially	76.9%	69.8%	73.2%	75.6%	73.4%	73.9%	68.1%	65.3%	71.0%	74.5%	68.5%	84.9%	87.1%
Helping others who are in difficulty	48.0%	65.5%	57.2%	52.6%	62.4%	59.4%	62.3%	63.0%	61.6%	55.5%	60.2%	69.2%	75.5%
Making a contribution to scientific theory	16.0%	9.5%	12.6%	10.7%	9.1%	12.3%	13.5%	10.4%	10.9%	16.2%	16.9%	15.7%	20.6%
Writing original works	11.0%	11.5%	11.3%	7.9%	10.0%	11.9%	16.2%	12.6%	12.0%	12.3%	16.1%	13.9%	14.1%
Creating artistic works	10.0%	11.8%	10.9%	8.7%	14.3%	10.5%	17.0%	10.6%	10.8%	11.7%	11.9%	12.6%	10.5%
Being successful in his or her own business	53.5%	44.9%	49.0%	49.2%	56.5%	47.8%	49.7%	46.7%	51.1%	49.4%	45.4%	63.5%	67.9%
Helping clean up the environment	18.7%	13.5%	15.9%	16.0%	18.2%	16.0%	17.9%	15.5%	14.5%	15.2%	14.4%	24.9%	25.9%
Developing a philosophy of life	40.7%	40.6%	40.6%	33.6%	42.0%	41.3%	48.6%	45.2%	42.9%	42.8%	50.8%	53.1%	62.6%
Participating in community action	16.3%	20.4%	18.5%	14.3%	20.8%	19.8%	22.5%	22.2%	21.7%	19.0%	21.6%	31.4%	39.9%
Promoting racial understanding	25.3%	29.0%	27.2%	21.3%	28.3%	29.5%	35.7%	31.1%	30.3%	26.8%	33.9%	58.7%	70.8%
Being an expert on finance and commerce	30.1%	20.8%	25.2%	22.8%	24.0%	27.3%	24.4%	23.9%	29.0%	26.7%	26.6%	41.6%	41.1%

* Frequently only; all other activities frequently or occasionally

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1986," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

Side-lines

The popularity of this year's Fiesta Bowl, which matched the college football teams ranked No. 1 and No. 2, has prompted the National Collegiate Athletic Association once again to consider a national championship game.

Sunkist Growers, Inc., sponsors of the Fiesta Bowl, came up with nearly $5-million to get the two top teams, from the University of Miami and Pennsylvania State University. The game, played in prime time on January 2, the day after other major bowls, drew a record television audience for a college football game—almost 22 million fans.

Penn State won and was voted unofficial national champion in wire-service polls.

Last week, after having had several days to savor the figures from the Fiesta Bowl, the N.C.A.A.'s post-season football committee named a panel to look into establishing a championship game.

All other sections of the association except Division I-A, which is composed of the top 105 teams, play football championship games. But few at the N.C.A.A. convention last week were willing to bet that such a game will ever come to pass. The idea has never come to a convention vote.

One reason for opposition to a championship: Colleges with big-time sports programs are under pressure from reformers to cut schedules and lessen commercialism. A "College Super Bowl" would undoubtedly be interpreted as a move in the wrong direction.

In addition, the traditional bowl games, which provide more than $40-million a year to college football, are opposed to the creation of a game that would reduce their contests to something akin to semifinals.

Officials of bowl games did not appear to be worried last week about the prospects of being downgraded. Said the Sugar Bowl's Mickey Holmes: "It's a perennial topic, like ragweed."

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The academic programs at Florida State University and Indiana University are each $100,000 richer as a result of the two institutions' participation in the All-American Bowl.

Bowl-game money usually goes to colleges' athletic departments. But the Russell Corporation, which bills itself as the nation's largest manufacturer of athletic uniforms, put a restriction on the $200,000 it donated to the bowl: It was to go to the academic scholarship funds at the universities whose teams played in the game. The bowl and the company say it's the first time a commercial sponsor of a football has limited its contribution that way.

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Overheard in front of the San Diego Zoo's gorilla house during a break in last week's meeting of the American Football Coaches Association: A woman said to a man, "Now dear, don't you go recruiting any of them."

Athletics

Lawsuit, High Costs, and Low Failure Rate Keep Drug Testing of Athletes in Headlines

Stanford diver sues NCAA; $1-million shifted to defray costs; Berkeley says it's not suspending tests

SAN DIEGO

Testing of college athletes for drugs continues to generate headlines and controversy, weeks after the first disqualifications of players.

Just last week, for example:

► The captain of the women's swimming team at Stanford University filed a lawsuit challenging the National Collegiate Athletic Association's testing program. Simon LeVant, a diver, said she was unfairly declared ineligible because she refused to sign a form consenting to urinalysis at the N.C.A.A. championship. Stanford does not routinely test its athletes for drugs.

► A player who protested his disqualification from a bowl game for having failed the N.C.A.A.'s drug test was told by his coach that he was not wanted on the team next season. Brian Bosworth of the University of Oklahoma had blasted the N.C.A.A. at a press conference and showed up at the bowl game wearing a T-shirt that characterized the association as "National Communists Against Athletes." After Mr. Bosworth issued a public apology, the coach said he might reconsider his decision.

► The University of California at Berkeley, which had confirmed last month that it had suspended its testing program because of a threatened lawsuit, announced that that was not the case. Berkeley officials said last week that no testing was scheduled from mid-December until late this month. During that time, they are holding discussions on possible alternatives to the tests. But a lawyer for the American Civil Liberties Union said the university had promised him to hold testing "in abeyance" after he threatened a suit.

► The N.C.A.A.'s executive committee announced that it would allocate $1-million from the association's surplus to help pay for the drug-testing program.

► N.C.A.A. officials said they were surprised that only about 2 per cent of the first 1,050 athletes tested showed evidence of having used drugs. They said they had expected the rate to be as high as 10 per cent.

A total of 21 players were barred from football championships or bowl games as part of an automatic 90-day suspension for failing the test.

Athletes May Have Anticipated Tests

John R. Toner, director of athletics at the University of Connecticut and former president of the N.C.A.A., said that the low rate may have resulted from athletes anticipating the tests and steering clear of drugs.

Of those who had tested positive for drug use so far, most have used anabolic steroids, which are muscle-building hormones that add strength and bulk but have damaging side effects.

Many athletes who tested positive for steroids said they had stopped using the drug months ago but that the evidence remained in their systems.

In only a few cases have athletes tested

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NCAA Division II Votes Academic Rules over Objections of Black Colleges

By CHARLES S. FARRELL

SAN DIEGO

After a lengthy debate and a close vote, the National Collegiate Athletic Association's Division II voted last week to adopt academic standards for freshman athletes that are identical to those already in effect in the association's top competitive section, Division I.

Effective August 1, 1988, freshmen who wish to play sports at Division II institutions must have a 2.0 grade-point average in a core curriculum of 11 academic courses in high school, plus a score of at least 700 on the Scholastic Aptitude Test or 15 on the American College Testing program's examination.

The new standards were strongly opposed by the approximately 30 black colleges in Division II, but in a roll-call vote, the proposal passed, 93 to 70.

Standardized Tests Opposed

Proponents of the standards argued that the rules were not especially stringent and that they were necessary to prevent Division II institutions from becoming a "dumping ground" for academically unqualified athletes.

Officials of black colleges vehemently opposed the inclusion of standardized-test scores in the regulations, noting that black students have historically scored lower on such tests than white students.

Black-college officials reminded their colleagues that since the standards went into effect in Division I last August, 85 per cent of the approximately 400 disqualified athletes have been black. They also pointed out that an N.C.A.A. study found that many black athletes who eventually received college degrees would not have been eligible to play sports as freshmen.

Lloyd D. Vincent, president of Angelo State University, a predominantly white institution, said the new standards were "necessary in order to provide a balance between the academics at an institution and an athletic program. This will ensure equity in athletic competition by preventing some institutions from having lower admission standards in order to compete. Those institutions abuse their regular admissions process."

He noted that some Division II institu-

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NCAA Posts $5.8-Million Surplus, Believed to Be Group's Biggest Ever

SAN DIEGO

Boosted by a $5.7-million increase in income from its Division I men's basketball championship, the National Collegiate Athletic Association last week reported a surplus of $5.8-million for its fiscal year that ended last August 31.

It is believed to be the largest surplus in N.C.A.A. history. The surplus in the 1984-85 fiscal year was just over $1-million.

Revenues in 1985-86 totaled $51.4-million, up 17 per cent from 1984-85. In the same period, expenses rose 6 per cent, to $45.6-million.

Nearly 70 per cent of the total revenue, $35.5-million, was returned to member institutions, primarily to pay for expenses associated with championships.

Revenues from the popular Division I men's basketball championship provided some $39-million of the $51.4-million total.

Other revenue increases reported: other Division I championships, up $700,000; dues, up $200,000; and publishing, up $100,000.

The N.C.A.A.'s executive committee has allocated the surplus in the following fashion:

► $1.15-million to Division II and Division III to help pay for their championships, which usually operate at a loss.

► $1-million to the association's drug-testing program, which is exceeding early cost estimates.

► $1-million to purchase equipment, including expansion of computer capabilities.

► $1.5-million to the association's operating reserve. With the addition, the reserve fund will total about $7.2-million, more than 60 per cent of the way toward the association's goal of setting aside the amount needed to meet one year's cost of essential services.

Changes Since 1980-81

Here is how the N.C.A.A.'s revenues, expenses, and surpluses have changed since 1980-81:

Year	Revenue	Expenses	Deficit or Surplus
1980-81 ..	$23,300,000	$22,400,000	$900,000
1981-82 ..	28,800,000	29,000,000	-200,000
1982-83 ..	33,200,000	30,100,000	3,100,000
1983-84 ..	40,000,000	37,400,000	2,600,000
1984-85 ..	43,900,000	42,800,000	1,100,000
1985-86 ..	51,400,000	45,600,000	5,800,000